



**DIVISION OF ADULT LEARNING**

**SYLLABUS**

**THEO-250: Systematic Theology I**

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**University Mission Statement:**

Lee University is a Christian institution which offers liberal arts and professional education on both the baccalaureate and graduate levels through residential and distance programs. It seeks to provide education that integrates biblical truth as revealed in the Holy Scriptures with truth discovered through the study of arts and sciences and in the practice of various professions. A personal commitment to Jesus Christ as Savior is the controlling perspective from which the educational enterprise is carried out. The foundational purpose of all educational programs is to develop within the students knowledge, appreciation, understanding, ability and skills which will prepare them for responsible Christian living in a complex world.

**Catalog Description:**

This course is a survey of doctrines in Christian theology with focus on theological vocabulary, methods of reading and research, and analyzing and evaluation of theological arguments. Doctrines considered are philosophical/theological prolegomena, the revelation of God, the nature of Scripture, the Trinity, the doctrine of humankind, and personal/social dimensions of sin. This study of theology addresses the practical application of doctrines for the life of the church and also individual believers.

**Required Text(s) and/or Supporting Resources:****Required Text:**

Hall, Christopher A. *Learning Theology with the Church Fathers*. Downers Grove, IL: InterVarsity Press, 2002. ISBN: 9780830826865.

Migliore, Daniel L. *Faith Seeking Understanding: An Introduction to Christian Theology*. 3<sup>rd</sup> edition. Grand Rapids, MI: Wm. B. Eerdmans Publishing Co., 2004. ISBN: 9780802871855.

*The Christian Theology Reader*. Edited by Alister E. McGrath. 5<sup>th</sup> edition. Malden, MA: Blackwell Publishers Incorporated, 2017. Print. ISBN: 9781118874387.

Weston, Anthony. *A Rulebook for Arguments*. 4<sup>th</sup> revised edition. Indianapolis: Hackett Publishing Company, 2008. Print. ISBN: 9780872209541.

**Additional Supporting Resources:**

Resources included in Learning Management System (LMS).

**Prerequisite Skills and Knowledge:**

BIBL-101 and BIBL-102 **OR** BIBL-111 and BIBL-112

**Course Goals and Learning Outcomes:****PURPOSE**

This course provides students with knowledge of foundational doctrines and methods of Christian theology, with skills necessary for research, study, and application of theological principles in the life of the Church, and with an understanding of the formational elements of theology for individual believers and the body of Christ.

**General Learning Objectives (Course Goals):**

*This course seeks to:*

1. In the realm of **knowing** (content):
  1. acquaint students with the fundamentals of the discipline of systematic theology, giving special attention to theological vocabulary.

2. cultivate in students an appreciation for the fundamental doctrines of Christianity.
3. give students an historical perspective on and a working knowledge of the philosophical and logical systems that are brought to bear on the doctrines of Christianity in the organization of systematic theology.
4. describe the various doctrines in this course with a look to historical background in the history of doctrine.
5. provide students with a sense of the inner theological logic that brings doctrines together into a cohesive system and protects against dogmatic distortions and heretical tendencies.
2. In the realm of **doing** (skills):
  6. offer students analytical and evaluative skills in reading and critiquing theological arguments and writings.
  7. identify the difference between primary and secondary sources, as well as reliable and unreliable sources for the study of theology.
  8. relate the doctrines of the Christian faith to the contemporary milieu within the world and the Church.
  9. offer students the skills needed for further reading and writing of theology.
  10. foster in students an ability to see theology as an indivisible whole and resist its compartmentalization while being able to focus on separate aspects of its classical structural frame and inner-workings.
3. In the realm of **being** (character formation):
  11. apply theology as a Theocentric and Christoforming process—as a pedagogy of becoming like God in Christ-likeness—that reflects an uncompromised interrelation between (personal and communal) orthodoxy, orthopathy and orthopraxy.

**Specific Behavioral Objectives (Learning Outcomes):**

*As a result of the activities and study in this course, the student should be able to:*

- A. In the realm of **knowing** (content):
  1. demonstrate competence in the use of theological vocabulary.
  2. develop an appreciation for the various issues involved in theological method within systematic theology.
  3. relate the various historical and philosophical influences on systematic theology.
  4. discuss the historical context(s) that influenced the development of Christian doctrine.
  5. present the inner logic of theological arguments that provides cohesion for doctrinal points as well as protection against aberrations.
- B. In the realm of **doing** (skills):
  6. analyze and evaluate various positions of theological writings with the skills learned in the course.
  7. categorize primary and secondary theological sources according to their differences as well as their reliability.
  8. construct a cohesive theological argument displaying appropriate research methods and skills as well as familiarity with and constructive engagement of relevant sources.
  9. rephrase the main ideas and arguments of theological writing.
  10. explain the cohesive and coherent nature of theology while recognizing its disparate parts.
- C. In the realm of **being** (character formation):
  11. demonstrate the relationship of systematic theology to the practice of the Christian life, especially within communities of faith.
  12. articulate an understanding of theology as vision, worship, and witness.

13. live out this understanding of theology as the ordering principle of the life of the community of faith (both on a personal and corporate level).

### Major Topics:

- A. What is Systematic Theology and why study it?
- B. Prolegomena to Theology: Theological Method
- C. The Doctrine of the Triune God (*Theology proper*)
- D. The Doctrine of Providence and the Problem of Evil
- E. The Doctrine of Humanity (*Theological Anthropology*)
- F. The Doctrine of Sin (*Hamartiology*)

### Course Assessments:

- A. **Text/Media.** All text/media is evaluated in the threaded discussions and assignments.
- B. **Threaded Discussions.** The threaded discussions are an opportunity for students to demonstrate their knowledge of the course material and interact with fellow students. Just doing an initial post and/or response will not guarantee any point value. Discussions will be evaluated as follows: a) on the depth of engagement with the discussion topic and/or issue; b) on the depth of understanding of the topic and/or issue; and c) on the depth of interaction with the other students. An initial post is required (evaluation of “a” and “b” above) and then response posts interacting to other students’ initial posts (evaluation of “c” above). Once the discussion deadline is reached, there will be no further opportunity to attain points for that discussion. If you have further questions on how these are evaluated, please contact your instructor.
- C. **Unit Assignments (Quizzes).** Throughout the course, various announced quizzes will occur. These are meant to exam your knowledge of smaller sections of material (for example, a section on the History of Christian Theology,” or “Theological Vocabulary” or new skills that you will be learning, such as “Use of Internet Sources for Academic Work.”
- D. **Unit Assignments (Core).** In most of the units, Core Questions (CQs) will be asked regarding the reading. These are meant for your benefit in order to prepare you for the exams. Since reading the texts is an important part of this course, the CQs will keep you on task.
- E. **Exams.** There are three exams scheduled for this course: at the conclusion of Units 3, 5, and 7. (None of the exams are comprehensive, but only cover the units up to that point).
- F. **Course Project.** Students will write a final project that attempts to analyze and evaluate the theological arguments of John Calvin on providence.

### Evaluation:

- |                         |     |
|-------------------------|-----|
| A. Threaded Discussions | 175 |
| B. Unit Assignments     | 230 |
| C. Exams                | 300 |
| D. Course Project       | 295 |

### Grading Scale:

The standardized grading scale provides a uniform foundation from which to assess your performance.

Grade	Quality Points per Credit	Score
A	4.0	930 - 1000

A-	3.7	900 - 929
B+	3.3	870 - 899
B	3.0	830 – 869
B-	2.7	800 – 829
C+	2.3	770 – 799
C	2.0	730 – 769
C-	1.7	700 – 729
D+	1.3	670 – 699
D	1.0	600 – 669
F	.0	0 - 599

#### Letter Grade Equivalencies:

**A** = Clearly stands out as excellent performance. Has unusually sharp insights into material and initiates thoughtful questions. Sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines. Anticipates next steps in progression of ideas. Example "A" work should be of such nature that it could be put on reserve for all cohort members to review and emulate. The "A" cohort member is, in fact, an example for others to follow.

**B** = Demonstrates a solid comprehension of the subject matter and always accomplishes all course requirements. Serves as an active participant and listener. Communicates orally and in writing at an acceptable level for a cohort member. Work shows intuition and creativity. Example "B" work indicates good quality of performance and is given in recognition for solid work; a "B" should be considered a good grade and awarded to those who submit assignments of quality less than the exemplary work described above.

**C** = Quality and quantity of work is average. Has average comprehension, communication skills, or initiative. Requirements of the assignments are addressed at least minimally.

**D** = Quality and quantity of work is below average. Has marginal comprehension, communication skills, or initiative. Requirements of the assignments are addressed at below acceptable levels.

**F** = Quality and quantity of work is unacceptable and does not qualify the student to progress to a more advanced level of work.

#### Unit and Time Distribution:

The time to complete each unit is approximately 17 hours per week on average for a three hour course. Actual assignment completion times will vary. A more detailed breakdown of each assignment can be found within the course.

## POLICIES

### Attendance Policy:

At Lee University student success is directly related to the student actively attending and engaging in the course. Online courses are no different from classroom courses in this regard; however, participation must be defined in a different manner.

Online courses will have weekly mechanisms for student participation, which can be documented by submission/completion of assignments, participation in threaded discussions, and/or specific communication with the instructor as outlined within the syllabus.

### Academic Honesty Policy/Information:

Cheating is defined as the use or attempted use of unauthorized materials or receiving unauthorized assistance or communication during any academic exercise.

Examples of cheating include:

- Submitting work for academic evaluation that is not the your own.
- Receiving assistance from another person during an examination.
- Using prepared notes or materials during an examination.
- Permitting another student to copy your work.
- Plagiarism.
- Falsification.
- Other misrepresentations of academic achievement submitted for evaluation or a grade.

As stated in the LEE UNIVERSITY Catalog, plagiarism is presenting as your own work the words, ideas, opinions, theories, or thoughts which are not common knowledge. Students who present others' words or ideas as their own without fair attribution (documentation) are guilty of plagiarizing. Unfair attribution includes, but is not limited to, a direct quotation of all or part of another's words without appropriately identifying the source. It is also unfair attribution to have included a source within a Works Cited page without having carefully cited the source within the text of the document. Plagiarism also includes, but is not limited to, the following acts when performed without fair attribution:

- a. directly quoting all or part of another person's words without quotation marks, as appropriate to the discipline.
- b. paraphrasing all or part of another person's words without documentation.
- c. stating an idea, theory, or formula as your own when it actually originated with another person.
- d. purchasing (or receiving in any other manner) a term paper or other assignment, which is the work of another person, and submitting that work as if it were one's own.

### Late Policy:

- No credit is available for postings of any kind made in the **Threaded Discussions** after a given Unit ends.
- If your faculty approves your submission of late assignments, each assignment score will be penalized 10% per day up to five days late. After the fifth day, late assignments will not be

accepted. (Note: An assignment is a paper, a project, a team presentation, etc., **not** a discussion.)

- No late assignments will be accepted after the close of the final Unit.

## EXPECTATIONS

### Faculty Expectations of Students:

- Have consistent access to a computer and possess baseline computer and information skills prior to taking online courses.
- Log into their courses within 24 hours of the beginning of the session to confirm their participation. (Students who register after the session has begun will be responsible for any assignments or material already covered.)
- Take an active role in each unit, participating fully in discussions, assignments and other activities throughout the entire session. If some event interferes with that participation, the student is responsible for notifying the instructor in advance.
- Review the course syllabus and other preliminary course materials thoroughly as early as possible during the first few days of the course.
- Be responsible for raising any questions or seeking clarification about these materials, if necessary, within the first week of the session.
- Frequently check the course calendar for due dates.
- Submit assignments and papers on time, and take tests by the posted dates. Acceptance of late work and any penalties for late submissions are up to the discretion of the instructor, based on the expectations outlined in the course syllabus.
- Contribute meaningful, timely comments to online discussions according to guidelines provided.
- Contribute substantively to group assignments (if required in course).
- Check for University announcements each time you log onto the LMS. These postings are critical.
- Use Lee email address.
- Complete the "Student Survey of Instruction" for each course to evaluate the instructor and the course.

### Students' Expectations of Faculty:

- The opportunity to be active participants in a stimulating and challenging education that is global in scope, interactive in process and diverse in content and approach.
- A friendly, respectful, open, and encouraging learning environment.
- A course outline or syllabus that clearly provides information regarding course content, teaching methods, course objectives, grading, attendance/participation policies, due dates, and student assessment guidelines.
- Instructors who are responsive and available to discuss within 48 hours students' progress, course content, assignments, etc. at mutually convenient times from the first day of the session through the last day of the session. (Check the faculty contact information regarding weekends and holidays.)



- Individual instructor's contact information, schedules, availability, and procedural details are located within the course.
- To have access to instructor feedback and grading on projects, exams, papers, quizzes, etc., within ten (10) days of assignment due date so students are able to determine where they have made errors or need additional work.
- Final grade/feedback provided within ten (10) days after the last date of course.

## IMPORTANT STUDENT INFORMATION

### Special Needs:

Lee University, in conjunction with the Academic Support Office, works to ensure students with documented disabilities have access to educational opportunities. Students who need accommodations based on a disability should visit the Academic Support Office, call (423) 614-8181, or email [academicsupport@leeuniversity.edu](mailto:academicsupport@leeuniversity.edu). It is the student's responsibility to share the Accommodations Form with the instructor in order to initiate the accommodations.

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#### **The Doctrines of Scripture and Revelation; Theological Method**

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